INDEX TO VOLUME 24

Articles

Aesthetic Literacy: The Psychological Context, *Michael J. Parsons*, 1:135.

Anderson, Richard L., Popular Art and Aesthetic Theory: Why the Muse Is Unembarrassed, 4:33.

Arnheim, Rudolf, Perceptual Aspects of Art for the Blind, 3:57.

Art and Morality in Plato: A Reappraisal, *Robert W. Hall*, 3:5.

Art for Existence's Sake: A Heideggerian Revision, *Paul J. Schumacher*, 2:83.

Artistic Freedom: An Art World Paradox, *E. Louis Lankford*, 3:15.

Bass, Walter, Seeing the Original, 2:75.

Batkin, Norton, "...a presence of absence..." (Symposium: Wollheim's *Painting as an Art*), 2:14.

Berman, Ronald, Cultural History and Cultural Materialism, 1:111.

Blocker, H. Gene, Interpreting Art, 3:29

Boors & Bumpkins, Snobs & Snoots, S. Godlovitch, 2:65.

Broudy, Harry S., Cultural Literacy and General Education, 1:7.

Changar, Jerilynn, An Innovative Arts Program: Isolationist and Contextualist Approaches, 4:87.

Clark, Walter H., Jr., Literature, Education, and Cultural Literacy, 1:49.

Composing Ourselves in Style: The Aesthetic Literacy of *The Courtier*, *Robert J. Graham*, 3:45.

Conlon, James, Kansas, Oz, and the Function of Art, 3:99.

Context, Criticism, and Art Education: Putting Meaning into the Life of Sisyphus, *Marcia Muelder Eaton*, 1:97.

Contexts of Dance, *Francis Sparshott*, 1:73.

Contextualism and Autonomy in Aesthetics, *Lucian Krukowski*, 1:123.

Cultural History and Cultural Materialism, *Ronald Berman*, 1:111.

Cultural Literacy and General Education, *Harry S. Broudy*, 1:7.

Curricular Fictions and the Discipline Orientation in Art Education, *Arthur Efland*, 3:67.

Davies, Stephen, Functional and Procedural Definitions of Art, 2:99.

Duran, Jane, The *Nagaraja*: Symbol and Symbolism in Hindu Art and Iconography, 2:37.

Eaton, Marcia Muelder, Context, Criticism, and Art Education: Putting Meaning into the Life of Sisyphus, 1:97.

Efland, Arthur, Curricular Fictions and the Discipline Orientation in Art Education, 3:67.

Elliott, David J., Music as Culture: Toward a Multicultural Concept or Art Education, 1:147.

Functional and Procedural Definitions of Art, *Stephen Davies*, 2:99.

Gillespie, Patti P., Theater Education and Hirsch's Contextualism: How Do We Get There, and Do We Want to Go? 1:31.
Godlovitch, S., Boors & Bumpkins, Snobs & Snoots, 2:65.
Graham, Robert J., Composing Ourselves in Style: The Aesthetic Literacy of *The Courtier*, 3:45.
Hall, Robert W., Art and Morality in Plato: A Reappraisal, 3:5.
Hirsch, E. D., Jr., Reflections on Cultural Literacy and Arts Education, 1:1.
History of Art: Sartor Resartus (Essay Review), *John Adkins Richardson*, 2:107.
Humanizing the Humanities: Some Reflections on George Steiner's "Brutal Paradox," *Clarence J. Karier*, 2:49.
Identifying Musical Works of Art, *Jo Ellen Jacobs*, 4:75.
An Innovative Arts Program: Isolationist and Contextualist Approaches, *Jerilynn Changar*, 4:87
Interpreting Art, *H. Gene Blocker*, 3:29.
Is the Creative Process in Art a Form of Puzzle Solving? *Thomas Leddy*, 3:83.
Jacobs, Jo Ellen, Identifying Musical Works of Art, 4:75.
Jan Gossaert's *St. Luke Painting the Virgin*: A Renaissance Artist's Cultural Literacy, *Clifton Olds*, 1:89.
The Justification of "English," *Hugo Meynell*, 4:5.
Kansas, Oz, and the Function of Art, *James Conlon*, 3:99
Karier, Clarence J., Humanizing the Humanities: Some Reflections on George Steiner's "Brutal Paradox," 2:49.
Krukowski, Lucian, Contextualism and Autonomy in Aesthetics, 1:123.
Lankford, E. Louis, Artistic Freedom: An Art World Paradox, 3:15.
Leddy, Thomas, Is the Creative Process in Art a Form of Puzzle Solving? 3:83.
Levinson, Jerrold, Musical Literacy, 1:17.
Levinson, Jerrold, Philosophy as an Art (Symposium: Wollheim's *Painting as an Art*), 2:5.
Literature, Education, and Cultural Literacy, *Walter H. Clark, Jr.*, 1:49.
Maquet, Jacques, Perennial Modernity: Forms as Aesthetic and Symbolic, 4:47.
McKee, Patrick, Old Age in the Chinese Mountain Landscape, 4:59.
Meynell, Hugo, The Justification of "English," 4:5.
Music as Culture: Toward a Multicultural Concept of Arts Education, *David J. Elliott*, 1:147.
Music, Meaning, and the Art of Elocution, *Elizabeth Anne Trott*, 2:91.
Musical Literacy, *Jerrold Levinson*, 1:17.
The *Nagaraja*: Symbol and Symbolism in Hindu Art and Iconography, *Jane Duran*, 2:37.
Old Age in the Chinese Mountain Landscape, *Patrick McKee*, 4:59.
Olds, Clifton, Jan Gossaert's *St. Luke Painting the Virgin*: A Renaissance Artist's Cultural Literacy, 1:89.
Olds, Clifton, Wollheim's Theory of Artist as Spectator: A Complication (Symposium: Wollheim's *Painting as an Art*), 2:15
On the Third Realm (Editorials)--Cultural Literacy and Arts Education, 1:v, *Ralph A. Smith*.
Panofsky, Polanyi, and Intrinsic Meaning, *Un-chol Shin*, 4:17.
Parsons, Michael J., Aesthetic Literacy: The Psychological Context, 1:135.
Perceptual Aspects of Art for the Blind, *Rudolf Arnheim*, 3:57.
Perennial Modernity: Forms as Aesthetic and Symbolic, *Jacques Maquet*, 4:47.

Philosophy as an Art (Symposium: Wollheim's *Painting as an Art*), *Jerrold Levinson*, 2:5.

"...a presence of absence..." (Symposium: Wollheim's *Painting as an Art*), *Norton Batkin*, 2:14.

Postscript: Varieties of Context, *Ralph A. Smith*, 1:167.

Popular Art and Aesthetic Theory: Why the Muse Is Unembarrassed, *Richard L. Anderson*, 4:33.

Reflections on Cultural Literacy and Arts Education, *E. D. Hirsch, Jr.*, 1:1.

Reply to the Symposiasts (Symposium: Wollheim's *Painting as an Art*), *Richard Wollheim*, 2:30.

Richardson, John Adkins, History of Art: Sartor Resartus (Essay Review), 2:107.

Richardson, John Adkins, The Visual Arts and Cultural Literacy, 1:57.

Schumacher, Paul J., Art for Existence's Sake: A Heideggerian Revision, 2:83.

Seeing the Original, *Walter Bass*, 2:75.

Shin, Un-chol, Panofsky, Polanyi, and Intrinsic Meaning, 4:17.

Smith, Ralph A. (Editorials), Cultural Literacy and Arts Education, 1:v; Postscript: Varieties of Context, 1:167.

Sparshott, Francis, Contexts of Dance, 1:73.

Symposium: Wollheim's *Painting as an Art*--Philosophy as an Art, *Jerrold Levinson*; "...a presence of absence...," *Norton Batkin*; Wollheim's Theory of Artist as Spectator: A Complication, *Clifton Olds*; Reply to the Symposiasts, *Richard Wollheim*, 2:5.

Theater Education and Hirsch's Contextualism: How Do We Get There, and Do We Want to Go? *Patti P. Gillespie*, 1:31.

Theater in American Higher Education: Respected Discipline or Academic "Poor Cousin"? *Todd Wronski*, 3:100.

Trott, Elizabeth Anne, Music, Meaning, and the Art of Elocution, 2:91.

The Visual Arts and Cultural Literacy, *John Adkins Richardson*, 1:57.

Wollheim, Richard, Reply to the Symposiasts (Symposium: Wollheim's *Painting as an Art*), 2:30.

Wollheim's Theory of Artist as Spectator: A Complication (Symposium: Wollheim's *Painting as an Art*), *Clifton Olds*, 2:15.

Wronski, Todd, Theater in American Higher Education: Respected Discipline or Academic "Poor Cousin"? 3:100.

Commentaries

Durr, Dixie, and *James Hutchens*, The National Board for Teaching Standards: Some Perspectives on Initial Policies, 4:97.

Fischer, Marilyn, Listening to Music: What Is an Ideal Hearing? 2:115.

From Great Britain: The Legislated Curriculum, *Alan Simpson*, 2:121.

Hutchens, James, and *Dixie Durr*, The National Board for Teaching Standards: Some Perspectives on Initial Policies, 4:97.

Kautsky, Catherine, Studying Aesthetics in the Concert Hall, 4:103.

Listening to Music: What Is an Ideal Hearing? *Marilyn Fischer*, 2:115.

The National Board for Teaching Standards: Some Perspectives on Initial Policies, Dixie Durr and *James Hutchens*, 4:97.

Simpson, Alan, From Great Britain: The Legislated Curriculum, 2:121.

Studying Aesthetics in the Concert Hall, *Catherine Kautsky*, 4:103.

Book Reviews

(Names of reviewers are in parentheses)

The Aesthetic Experience: An Anthropologist Looks at the Visual Arts, *Jacques Maquet*, 4:111 (*Graeme Chalmers*).

Aesthetics and the Good Life, *Marcia Muelder Eaton*, 4:109 (*Carolyn Korsmeyer*).

Applications of Research in Music Behavior, *Clifford K. Madsen* and *Carol A. Prickett*, eds., 3:118 (*Harold Abeles*).

Art Education and Multiculturalism, *Rachel Mason*, 4:113 (*Robyn F. Wasson*).

Biddle, Livingston, Our Government and the Arts: A Perspective from the Inside, 4:115 (*Kevin V. Mulcahy*).

Broudy, Harry S., The Uses of Schooling, 3:122 (*Steven Tozer*).

Carroll, Noël, Mystifying Movies, 3:117 (*George W. Linden*).

The Dialectic of Freedom, *Maxine Greene*, 3:120 (*Ellen Handler Spitz*).

Eaton, Marcia Muelder, Aesthetics and the Good Life, 4:109 (*Carolyn Korsmeyer*).

Greene, Maxine, The Dialectic of Freedom, 3:120 (*Ellen Handler Spitz*).

Madsen, Clifford K., and *Carol A. Prickett*, eds., Applications of Research in Music Behavior, 3:118 (*Harold Abeles*).

Maquet, Jacques, The Aesthetic Experience: An Anthropologist Looks at the Visual Arts, 4:111 (*Graeme Chalmers*).

Mason, Rachel, Art Education and Multiculturalism, 4:113 (*Robyn F. Wasson*).

Mystifying Movies, *Noël Carroll*, 3:117 (*George W. Linden*).

Our Government and the Arts: A Perspective from the Inside, *Livingston Biddle*, 4:115 (*Kevin V. Mulcahy*).

Prickett, Carol A., and *Clifford K. Madsen*, eds., Applications of Research in Music Behavior, 3:118 (*Harold Abeles*).

The Uses of Schooling, Harry S. Broudy, 3:122 (*Steven Tozer*).